Assignment: Wiki # 4 Annotations

Name: Yan Chen

Course: CBSE 7201

Professor: Prof. O’Connor

1.Stewart, J. (2005). Foreigner Language Study in Elementary Schools: Benefits and Implications for Achievement in Reading and Math*. Early Childhood Education Journal*, 33(1), 11-16.

In this editorial from a peer reviewed journal, Janice Stewart claims that providing a sustained second language program in the elementary school can help children improve their reading and math skills. In the article, she discusses three main approaches to foreign language study, and benefits of foreign language study in elementary schools.

Janice Hostler Stewart, was the World Language Department Chair, and an adjunct instructor for the Scholar Program at La Rocha College. She was the 2014-2015 president of the Pennsylvania State Modern Language Association.

My research topic will discuss the benefits of learning a second language in elementary schools. I will use this article to better understand the different approaches and benefits to foreign language study. This article is also useful for me because it provides descriptive examples of teaching a foreign language in elementary schools.

2.Christian, D. (1996). Two-Way Immersion Education: Students Learning through Two Languages. *The Modern Language Journal*, 80(1), 66-76.

In this editorial from a peer reviewed journal, Donna Christian discusses the goal of two-way immersion program, and variability and issues in the implantation of two-way immersion programs. In her article, she believes that two-way programs can help students gain academic achievement for minority and majority students learning together.

Donna Christian is senior fellow at the Center for Applied Linguistics (CAL) and serves as CAL’s president. She has been involved in two-way bilingual immersion research and received many awards on bilingualism. She has taught linguistic and education courses for multiple universities.

This article is very useful to me because it discusses the background and issues of two-way immersion programs in the United States. With the help of this article, I can focus on the issues of the program and try to find solutions in my research.

3. Lindholm-Leary, K. (2012). Success and Challenges In Dual Language Education. *Theory Into Practice*, 51, 256-262.

In this editorial from a peer reviewed journal, Kathryn Lindholm-Leary discusses the success of dual language education for student participants. This article also identifies and discusses some important challenges facing dual language programs.

Kathryn Lindholm-Leary is currently Professor Emerita of Child and Adolescent Development at San Jose State University. She has received a variety of awards for her teaching and research on two-way programs.

Part of my research will be focused on an independent variable and a dependent variable. This article discusses design, practices and challenges in dual language education. I can use this information to design a better intervention in my research.

4. Lopez, M., (2011). Children’s language ideologies in a first-grade dual-language class. *Journal of Early Childhood Literacy*, 12(2), 176-201.

In this editorial from a peer reviewed journal, Minda Lopez discusses the language ideologies of young children in a Spanish/English dual language programme in the USA. In her article, she explores ideas of students finding their identities and early understanding of language and society.

Minda Lopez, an assistant professor at the University of Texas. She was recently awarded the 2009 AERA Bilingual Research SIG Dissertation Award and the National Association of Bilingual Education Dissertation Award.

This article is useful for my research because it discusses the language ideologies of 1st graders in Spanish/English dual language programs. My topic is about 1st grader in a Mandarin/English dual immersion program. The language is different, but the learning method is the same for younger children. This will help me to have a better understanding of 1st grader language ideologies.

5. Alanis, I., Rodriguez M. (2008). Sustaining a Dual Language Immersion Program: Features of Success. *Journal of Latino and Education*, 7(4), 305-319.

In this editorial from a peer reviewed journal, two authors explore the factors that have contributed to the success of one elementary campus that has implemented a 2-way dual language program for more than 10 years. Findings show there were a number of factors that contributed to the success of the program including; qualified dual language teachers, active parent/home involvement, effective leadership, and equity pedagogy.

Dr. Iliana Alanis is an assistant professor in the department of Interdisciplinary Learning and Teaching at the University of Texas at San Antonio. She is also the President for the Texas Association of Bilingual Education.

Mariela A. Rodríguez is an Associate Professor in the Department of Educational Leadership and Policy Studies, also at the University of Texas at San Antonio. Currently she serves on the Executive Committee of the University Council for Educational Administration (UCEA).

This article is useful for my research because it focuses and highlights areas of dual language immersion that leads to successful outcomes. In my research knowing what works and what doesn’t will help guide me to use effective methods.

6. Sook Lee, J., Hill-Bonnet, L., Raley, J. (2011). Examining the Effects of Language Brokering on Student Identities and Learning Opportunities in Dual Immersion Classrooms. *Journal of Language, Identity, and Education*, 10, 306-326.

The focus of this article is language brokering, specifically the process of “interpreting and translating between culturally and linguistically different people and mediating interactions in a variety of situations” (Tse, 1996, p. 226). The purpose of this research was to improve understanding of how language brokering functions in a dual language classroom in ways that restrain or assist learning.

Jin Sook Lee is a professor and Education Vice Chair at the University of California, Santa Barbara. Laura Hill-Bonnet is a professor at Stanford University. Jason Raley is a professor of education, also at UC, Santa Barbara. In May, 2012 Raley spoke at a TEDx event social relations in an educational setting.

The intent of my research is to test an idea for improving learning in a diverse, multi-lingual classroom through the use of language. The goal of this research was to “provide insights into how to promote more equitable learning opportunities and positive student identities.” My goal is many ways the same.

7. Lindholm-Leary, K. (2016). Students’ Perceptions of Bilingualism in Spanish and Mandarin Dual Language Programs. *International Multilingual Research Journal*, 10(1), 59-70.

In this editorial from a peer reviewed journal, Kathryn focuses her research on students’ own perceptions and attitudes toward their bilingual classes. A survey was used to measure students’ opinions about their language proficiency, ratings of bilingualism, overall cognitive functioning, and social relationships.

Kathryn Lindholm-Leary is Professor Emerita at San Jose State University. This is the second article I am citing from this author. More detail is above.

This article is of particular use to me because it focuses on students’ perceptions and opinions rather than results. Within the article this is a section title “*Students’ perspectives on bilingualism and social relationships”.* It is my intent to improve student relationships through bilingual teaching. The results of this study will directly apply to my research.

8. Chauhan, P.M., (2015). Role Play: A Means of Dialogue for Learning English Language. *Arts and Social Sciences Journal*, 6(4), 132. doi: 10.4172/2151-6200.1000132

In this editorial from a peer reviewed journal, Chauhan discusses the importance of role play of foreign language learning. Role play can help learners to improve speaking, listening and understanding in foreign language. In the article, he also mentions the preparation and warm-up procedure of role play.

Chauhan PM, an assistant professor of English at Govemment Engineering College, Palanpur, India. He has published several papers on English learning and theater.

In my research paper, I will use role play in dual language immersion as part of my intervention. This article will help me to understand how role play can provider more opportunities to “act” and “interact” with learners in the classroom. His suggested procedure will guide me to design my own role play teaching activities.

9. Thomas, W. P., & Collier, V. P., (2003). The Multiple Benefits of Dual Language. *Educational Leadership*, 61(2), 61-64.

In this editorial from a peer reviewed journal, Wayne and Virginia believe the key to the successful future of U.S. education is meaningful dual language programs throughout the school years. In this article, the two authors discuss how dual language programs can not only meet the needs of English learners, but also native English speakers without incurring extra costs.

Wayne Thomas is Professor of Research and Evaluation Methods and Virginia P. Collier is Professor of Bilingual/Multicultural/ESL Education, Graduate School of Education, George Mason University, Fairfax, Virginia. The authors are researchers with the Center for Research on Education, Diversity, and Excellence (CREDE).

This article helps me to build up my foundation knowledge of dual language. The example in the article supports my research goal---dual language program can help all children to get a higher score than their monolingual peers. At the same, native speakers acquire a second language for their lifelong use.

10. Thomas, W. P., & Collier, V. P., (1997/1998). Two Languages Are Better Than One. *Educational Leadership*, 55(4), 23-26.

In this editorial from a peer reviewed journal, Wayne and Virginia introduce the history of bilingual enrichment and peer language learning models. They believe all learners can acquire deep academic proficiency in two languages, which becomes a valuable resource in adult professional life through dual language program.

Wayne Thomas is Professor of Research and Evaluation Methods and Virginia P. Collier is Professor of Bilingual/Multicultural/ESL Education, Graduate School of Education, George Mason University, Fairfax, Virginia. The authors are researchers with the Center for Research on Education, Diversity, and Excellence (CREDE).

The most important part from this article is the factors of successful two-way bilingual education. Those factors will guide me how to practice a dual immersion program in the classroom.

11. Schultz, K., & Coleman-King, C., (2012). Becoming Visible: Shifting Teacher Practice to Actively Engage New Immigrant Students in Urban Classrooms. *The Urban Review*, 44(4), 487-509.

In this editorial from a peer reviewed journal, two authors discuss Shifting participation structures to incorporate technology and multiple instruction models to provide opportunities for immigrant students to become more visible in the classroom.

Katherine Schultz is Professor and Dean of School of Education at Mills College. Her professional interests are urban teachers’ education, pedagogical practice and teacher learning. Chonika Coleman-King is Assistant Professor of Urban Multicultural Education in the Department of Theory and Practice in Teacher Education at the University of Tennessee.

This article is useful for my research because the usage of technology in the classroom can increase students’ participation. Immigrant students tend to participate less in class, my intervention is to encourage more participation.

References

1. Stewart, J. (2005). Foreigner Language Study in Elementary Schools: Benefits and Implications for Achievement in Reading and Math*. Early Childhood Education Journal*, 33(1), 11-16.
2. Christian, D. (1996). Two-Way Immersion Education: Students Learning through Two Languages. *The Modern Language Journal*, 80(1), 66-76.
3. Lindholm-Leary, K. (2012). Success and Challenges In Dual Language Education. *Theory Into Practice*, 51, 256-262.
4. Lopez, M., (2011). Children’s language ideologies in a first-grade dual-language class. *Journal of Early Childhood Literacy*, 12(2), 176-201.
5. Alanis, I., Rodriguez M. (2008). Sustaining a Dual Language Immersion Program: Features of Success. *Journal of Latino and Education*, 7(4), 305-319.
6. Sook Lee, J., Hill-Bonnet, L., Raley, J. (2011). Examining the Effects of Language Brokering on Student Identities and Learning Opportunities in Dual Immersion Classrooms. *Journal of Language, Identity, and Education*, 10, 306-326.
7. Lindholm-Leary, K. (2016). Students’ Perceptions of Bilingualism in Spanish and Mandarin Dual Language Programs. *International Multilingual Research Journal*, 10(1), 59-70.
8. Tse, L. (1996). Who decides? The effect of language brokering on home-school communication. *Journal of Educational Issues of Language Minority Students*, 16, 225–233.
9. Chauhan, P.M., (2015). Role Play: A Means of Dialogue for Learning English Language. *Arts and Social Sciences Journal*, 6(4), 132. doi: 10.4172/2151-6200.1000132
10. Thomas, W. P., & Collier, V. P., (2003). The Multiple Benefits of Dual Language. *Educational Leadership*, 61(2), 61-64.
11. Schultz, K., & Coleman-King, C., (2012). Becoming Visible: Shifting Teacher Practice to Actively Engage New Immigrant Students in Urban Classrooms. *The Urban Review*, 44(4), 487-509.